**STARR-IVA MIDDLE**

1034 Rainey Road
Starr, South Carolina 29684

GRADES 6-8 Middle School

ENROLLMENT 650 Students

PRINCIPAL Nancy Brown 864-352-6146

SUPERINTENDENT L. Hugh Smith 864-348-6196

BOARD CHAIR Marty Watt 864-348-6196

**THE STATE OF SOUTH CAROLINA****ANNUAL SCHOOL
REPORT CARD****2003****ABSOLUTE RATING:****AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	29	9	0

IMPROVEMENT RATING:**BELOW AVERAGE****ADEQUATE YEARLY PROGRESS:****NO**

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

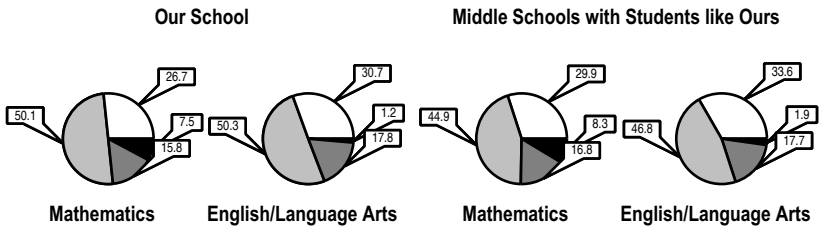
FOR MORE INFORMATION, VISIT WEBSITES AT:




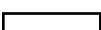
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	188	62
Percent satisfied with learning environment	81.6%	63.8%	83.1%
Percent satisfied with social and physical environment	84.6%	67.0%	62.7%
Percent satisfied with home-school relations	63.2%	81.3%	79.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	647	99.7	30.7	50.3	17.8	1.2	19.0	17.6
Gender								
Male	351	99.7	40.8	45.9	13.1	0.3	13.4	17.6
Female	296	99.7	19.3	55.3	23.3	2.2	25.5	17.6
Racial/Ethnic Group								
White	565	99.6	28.7	50.6	19.4	1.4	20.7	17.6
African-American	71	100.0	43.8	50.0	6.3	N/A	6.3	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	530	99.8	25.6	51.8	21.1	1.4	22.6	17.6
Disabled	117	99.1	56.7	42.3	1.0	N/A	1.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	647	99.7	30.8	50.2	17.9	1.2	19.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	647	99.7	30.7	50.3	17.8	1.2	19.0	17.6
Socio-Economic Status								
Subsidized meals	345	99.4	35.2	51.5	13.0	0.3	13.3	17.6
Full-pay meals	302	100.0	26.0	49.0	22.9	2.1	25.0	17.6

Mathematics								
All students	647	99.8	26.7	50.1	15.8	7.5	23.3	15.5
Gender								
Male	351	99.7	29.4	47.6	15.0	8.0	23.0	15.5
Female	296	100.0	23.6	52.9	16.7	6.9	23.6	15.5
Racial/Ethnic Group								
White	565	99.8	23.4	51.6	17.1	7.9	25.0	15.5
African-American	71	100.0	50.0	39.1	6.3	4.7	10.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	530	100.0	22.4	50.0	18.7	8.9	27.6	15.5
Disabled	117	99.1	48.5	50.5	1.0	N/A	1.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	647	99.8	26.5	50.2	15.8	7.5	23.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	647	99.8	26.7	50.1	15.8	7.5	23.3	15.5
Socio-Economic Status								
Subsidized meals	345	99.7	30.2	51.2	13.3	5.3	18.6	15.5
Full-pay meals	302	100.0	22.9	49.0	18.4	9.7	28.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	228	N/A	24.8	39.8	31.4	4.0	35.4
	Grade 7	193	N/A	24.2	54.7	20.5	0.5	21.1
	Grade 8	202	N/A	30.5	50.0	16.0	3.5	19.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	35.3	39.8	22.9	2.0	24.9
	Grade 7	217	99.5	26.9	51.2	20.9	1.0	21.9
	Grade 8	201	100.0	29.9	60.4	9.1	0.5	9.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	228	N/A	25.2	50.4	19.9	4.4	24.3
	Grade 7	193	N/A	33.7	45.8	12.1	8.4	20.5
	Grade 8	202	N/A	41.5	50.5	5.5	2.5	8.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	26.5	46.0	19.5	8.0	27.5
	Grade 7	217	100.0	23.8	46.0	18.3	11.9	30.2
	Grade 8	201	100.0	29.9	58.8	9.1	2.1	11.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 650)				
Students enrolled in high school credit courses (grades 7 & 8)	5.2%	Down from 5.5%	13.2%	14.4%
Retention rate	4.2%	Up from 2.7%	2.6%	2.3%
Attendance rate	94.5%	Down from 95.4%	95.0%	95.2%
Eligible for gifted and talented	10.9%	Up from 10.6%	13.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.8%	Up from 16.2%	14.9%	14.1%
Older than usual for grade	5.4%	Up from 4.0%	5.4%	4.9%
Suspended or expelled	2.5%	Down from 5.2%	1.6%	1.3%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	25.6%	Up from 18.4%	45.6%	47.1%
Continuing contract teachers	87.2%	Up from 68.4%	82.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Up from 76.6%	85.9%	84.3%
Teacher attendance rate	94.9%	Down from 95.9%	94.9%	95.0%
Average teacher salary	\$37,897	Up 3.4%	\$39,106	\$39,924
Prof. development days/teacher	17.9 days	Up from 13.0 days	11.3 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio	22.6 to 1	Down from 22.8 to 1	21.5 to 1	21.0 to 1
Prime instructional time	88.3%	Down from 89.9%	88.6%	88.9%
Dollars spent per pupil*	\$4,773	Down 0.2%	\$5,752	\$5,854
Percent spent on teacher salaries*	63.8%	Up from 61.5%	61.9%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	No change	96.1%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Starr-Iva Middle School, a growing and diverse family dedicated to educational excellence, is to prepare students academically and socially for the completion of high school by offering a challenging and innovative curriculum in a safe and stimulating environment, guided by a dedicated staff and a supportive community.

Starr-Iva Middle School strives to educate the "whole child." We seek to instill in our students respect for themselves as well as others and to promote the values accepted by our society. We feel our main purpose is to prepare our students academically. Building on previously acquired skills, we work with our students on developing critical thinking skills and applying their knowledge in solving more challenging problems.

We use a variety of methods and materials to give our students the knowledge they need to be successful in all academic areas. Math teachers use Visual Math and hands-on activities to meet individual student needs. Language Arts teachers have been trained to use the Four-Block Literacy Model to deliver content. Language arts, math, science, and social studies instruction is guided by state standards. Technology is utilized in each content area to enhance instruction.

Starr-Iva Middle School provides opportunities for students to make educational choices and work independently; however, we continue to supervise their work and monitor their academic and social skills. We believe in maintaining contact with parents and enlisting their assistance to assure educational success for each student.

The faculty and staff at Starr-Iva Middle School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents, and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.